DOCUMENT RESUME

ED 074 876 FL 004 221

AUTHOR	Hess, Richard T.
TITLE	Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	10 Jun 72
NOTE	42p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; Cognitive Development; *Content Analysis; *Curriculum Design; Educational Finance; *English; Instructional Materials; Learning Theories; Mexican Americans; Preschool Children; Program Costs; Puerto Ricans; Schedule Modules; Self Esteem; Sociolinguistics; *Spanish; Student Grouping; Tutoring
IDENTIFIERS	Lorain; Ohio; *Project BEST

ABSTRACT

This content analysis schedule for the Lorain City (Ohio) Bilingual Education Program presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include detailed time schedules for kindergarten through second grade for English-dominant and Spanish-dominant bilingual students, and a list of instructional materials. (SK)

FILMED FROM BEST AVAILABLE COPY

ED 074876

#340
LORAIN, OHIO

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ERIC COPY

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

REVISED

	1st year	2nd year	3rd year
Evaluation design	✓		
Interim evaluation			
Final evaluation	✓		
Pre-audit			
Interim audit	✓		
Final audit			

Eval. Report of Baseline data ✓

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 004 221

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5
	6.5 Survey Includes Determination of any Inter-Language in Community	

0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	

11.1 Duration of Bilingual Education (Policy)
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 340

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Richard Hess Date 6-10-72

0.2 Name of Project The Lorain City Bilingual Education Program

0.3 Address of Project 1020 7th Street

0.4 Lorain, Ohio 44052

.05 STATE 0.5 20

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	(20)-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see	97 - 1969
Project	07 - (1970)
No.	17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 0

0.3 Address of Project 1020 7th Street

0.4 Lorain, Ohio 44052

.05 STATE 0.5 20

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	(20)-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see Project No.
97 - 1969
07 - (1970)
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 0
1-local 4-federal (specify)_____
2-state 5-other (specify)_____
3-university 6-foundation support_____

2.8 Total Title VII grant (first year only) 2.8 $88,984

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

A group of young Spanish-speaking students from Lorain Community College have visited project. No impact to date.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program — 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program — A. First year 4.2 A 350; B. Second year B 340; C. Third year C ____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	4

PSK 90 TOTAL NO. students PS and K

Grade	Number of Classes
1-grade 1	4
2-grade 2	4
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 250 TOTAL ~~students~~ gr. 1-6

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.3 PSK ____ A ____ B ____ C ____

Pp 5

4.4 (1) All classes graded — 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 203	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 137

I Total Non-English Dominant: 203

II Total English Dominant: 137

5.0

		No.	%
NE dom N-EMT	I	203	59%
E dom NEMT	II_1	____	____
E-Dom EMT	II_2	137	41%
Total E-Dom II= II_1 + II_2		137	41%

5.2 Project provides for paraprofessionals to receive course credit 5.2 0

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	4
PSK 90 TOTAL NO. students PS and K	
1-grade 1	4
2-grade 2	4
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 250 TOTAL ~~students~~ gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.3 PSK
A
B
C

Pp 5

4.4 (1)-All classes graded — 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 203	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 137

I Total Non-English Dominant: 203
II Total English Dominant: 137

5.0		No.	%
NE dom N-EMT	I	203	59%
E dom NEMT	II_1		
E-Dom EMT	II_2	137	41%
Total E-Dom II= II_1 + II_2		137	41%

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E. speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	ns	ns %	✓
B2 Puerto-Rican	B2	ns	ns %	✓
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4		%	.....
B TOTAL No. of Spanish-speaking Americans	B	203	59 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		203	59 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ns	E1	..... %	.....
E2 ns	E2	..... %	.....
II TOTAL number of EMT students other than target population	137	41 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 n.s.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent		
Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %

10.3 Average No. Sch. of Pupils per class 10.- 1825

B1	Mexican-American	B1	ns	ns %	✓
B2	Puerto-Rican	B2	ns	ns %	✓
B3	Cuban	B3		%	
B4	Other Spanish-American (specify)	B4		%	
B	TOTAL No. of Spanish-speaking Americans	B	203	59 %	
C	Portuguese-American	C		%	
D	Franco-American	D		%	
F	Chinese-American	F		%	
G	Eskimo	G		%	
H	Russian	H		%	
J	Other	J		%	
I	TOTAL number of N-ENT target students		203	59 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	ns	E1	%	
E2	ns	E2	%	
II	TOTAL number of ENT students other than target population	137	41 %	

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 n.s.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	137	English	41	✓			✓				
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B	203	Spanish	59	✓			✓				
C		Portuguese									
D		French									
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

but there are some bilingual students

Cp14
Cp17a

5.6 Recruitment of Students: 5.6 ns

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 50 %
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb 100 %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 35 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	✓	✓

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II 0

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)

5.8 3

1 - inner city-ghetto,barrio ..... %
2 - major city ..... %
(3) - small city, town or suburb 100 %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 35%
B. ns

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 ns

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	✓	✓

6.1 I 0
II 0

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	———	———
5 others (specify)	———	———

6.2 I 0
II 0

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A 0
B 0
C 0

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines,news								
9 Others (specify)								

* Gp15 "The students live in a community where Spanish is heard on the street, in the store, in church, and among friends."

6.4 If not included in survey, how was student's language dominance determined? 6.4 I ns II ____

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 ns
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified

(if any information is not specified, cross out that

which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 ns

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether Monolingual or Bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	N=	N= 6-recruited from Puerto Rico
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 13

Total Number of Teachers N 13

7.1

		No.	%
I	A		
I	B	6	46
II	A	....	....
II	B	....	....
II_1	A	___	___
II_1	B	___	___
	A	0	
	B	13	100
	N	13	

7 tchrs 54% not specified

Int. Aud '70 p2

"All of the teachers were fluent in both languages..."

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

Int. Aud. p 2

	A Monolingual	B Bilingual
I N-E Dom N-EMT		12
II E Dom EMT		
II E Dom N-EMT		

	A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
		12	12

7.2	No.	%
I A		
I B	12	100
II A	—	—
II B	—	—
II$_1$A	—	—
II$_1$B	—	—
A	0	
B	12	100
N	12	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

Cp 61
Int. Aud. p2

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual [illegible] aides not specified

N-ENT 12

II E Dom ENT

II E Dom 1 N-ENT

I B	12	100
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
1		
A	0	
B	12	100
N	12	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	12	12

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

Cp61 Int. Aud. p2

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
P.R.	6	46	MA }	12	100	ns	ns	—	—
n.s.	7	54	P.R }	—	—			—	—
Cp17h	—	—	—	—	—			—	—
	—	—	—	—	—			—	—

0-not specified

*See attached Xerox opposite)

MANAGEMENT COMPONENT:

PLANNING AND ORGANIZING:

The management has enlisted the initial support of influential community leaders for impact and liason purposes. Successful cooperation was immediate.

The children were separated into three distinct groups on the basis of psychological instrumentation as reported in the Baseline Data.

7.5

Six teachers were recruited from Puerto Rico for the most part. One was already a member of the Lorain School System. One was a product of the Lorain School System but college-trained in Puerto Rico. Another had relatives in Lorain. Although all were excellent teachers, the cultural gap was observable and they tended to maintain themselves in a somewhat isolated social and teaching role from other teachers in the system. Ultimately this seems to have contributed to their felt alienated position, and at this time it is felt that those teachers recruited in the Islands will probably not remain beyond the current school year. To insure continuity, it seems more effective and plausible therefore to recruit within the continental limits of the United States where attachments may be more easily established through identification and possibly closer geographic family ties.

An effective parent group was established early in October. No field trips were taken

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____
and % ____of total N-EMT teachers.

7.6 No. ns %

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
(4)-most
5-more than half
0-not specified

7.7 No. %
A - 4 -
B 12 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, 7.8 17,24 no.'s ns
24 — Elementary School training)
n.s.-qualifications not spcified
0-previous courses not specified
1. ____teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ____teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ____previcus teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ____previous teaching in local area/live in the community competence
5. ____courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ____courses in N-E literature/ or literacy in Spanish
7. ____must be bilingual
8. ____any previous education through N-EMT/content of courses learned through
9. ____courses in teaching ESL/audio lingual approach N-EMT
10. ____courses in methods of teaching N-EMT language/language development
11. ____courses in methods of teaching content (e.g. math)in N-EMT
12. ____certification in ESL/or experience teaching ESL
13. ____certification in teaching N-EMT
14. ____cross cultural courses
15. ____courses in the cultural heritage, values, deep culture of N-EMT or
16. ____other qualifications, specify travel
17 — Staffing and recruitment was carried out within the standard set by the state.

Cp17

8.0 STAFF DEVELOPMENT

8.1 A 2
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
0-The teaching of English as a second language	X	
3-N as their second language		

Eval. Design p48

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, n.s. 17,24 no.'s ns

24 — Elementary School training

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math) in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

Cp17

17 — Staffing and recruitment was carried out within the standard set by the state.

8.0 STAFF DEVELOPMENT

8.1 A 2
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

Eval. Design p48

8.2 Stated goals of teacher training are:

I 13
II 13

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		
List specific courses if given (or Xerox and attach)		
13 - To develop attitudes and skills necessary to operate equipment and effectively implement instructional materials	X	X

Cp41

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3, 6, 8, 12

1-courses
2-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
(6)-interaction analysis (e.g. Flanders system) (2) Orientation sessions
7-other (specify)
(8)-Seminars on Education of "Culturally Disadvantaged child."

Cp17e Cp43 Cp11

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2, 3, 7

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents
7- Operation and maintenance of Audio-Visual Equipment

Cp12

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 10, 7 B ns

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
10-other (specify)	✓	____
7- Project Director	✓	____

10-Psychometrist and Evaluator

Cp11

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %) 1 ns ___ 2 ___ ___ 3 ___ ___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1, 2
(1)-during a summer session
(2)-during the academic year
3-other (specify)
A series of alternate Saturday workshops were available to the teachers

Cp10 Cp11 Cp17e

8.10 Extent of training: 8.10 A 3 B 5 ns

A	B (indicate no. of hours)
1-approximately equivalent to a college course	5 _____ weekly
2-more than one course	6 _____ monthly
3-less than one course	7 _____ bi-monthly
4-other (specify) _____	

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) ns
or: if specified descriptively, indicate:

0-not specified
1-100%
6-most
7-many

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2, 3, 7

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents
7- Operation and maintenance of Audio-Visual Equipment

Cp12

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 10, 7 B ns

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
10-other (specify) 7- Project Director	✓ ✓	____ ____

Cp11

10-Psychometrist and Evaluator

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	ns	___
2-bicultural	___	___
3-N-EMT (specify background)	___	___

8.9 Training is provided: — 8.9 1, 2
(1)-during a summer session
(2)-during the academic year
3-other (specify)

Cp10
Cp11

A series of alternate Saturday workshops were available to the teachers

Cp17e

8.10 Extent of training: — 8.10 A 3 B ns

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 ns

	no.	%
0-not specified	___	___
1-100%	___	___
2-more than 75%	___	___
3-50-74%	___	___
4-25-50%	___	___
5-1-24%	___	___

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) — 9.1 13
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) _____

Cp15 13-teachers attitudes were assessed, not mentioned how- "The teachers in the program had a positive attitude toward bilingual education"

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
(1)-bilingual teacher
(2)-ESL teacher
3-bilingual coordinator
(4)-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) .....

10.1 1

10.2 1, 2, 4

10.3 Average number of pupils per class:
0-not specified

10.3 K-20
12
25

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 hs

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1
	ME DOMINENT	E DOMINANT	E DOMINENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I 1
II 1
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10 11 12 13

11.2 5

.in. per day | Total min. per | Subjects taught | % of time per day

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 hs

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 1
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5

0-not mentioned
if for a particular number of years:
1 2 3 4 (5) 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

-1 =
-2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
II_1

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I M-E DOM			X												
II E DOM			X												
II_1 E DOM/NEMT															

cp 60

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	...	...	...	X	...	...	...	...
II E-DOM - EMT	...	...	...	X	...	...	...	...
III E-DOM/NEMT	...	...	...	..	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
II 4-6
I_1 .....
I_2 .....

11.5 Second language learning for English dominant students is projected through grade:

11.5 II 4

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	X	...	...	...	...	...	...	...	...
II_1 N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

0=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: see attached xeroxes for examples 10a - 10i

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
	80	90	m, s, ss, Span. LA	K 90 %
1	120	245	m, s, ss, Span. LA	1 50 %
2	120	245	m, s, ss, Span. LA	2 50 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~Pre~~K	20	90	ss, ss (both lang)	~~Pre~~ K 20 %
1	60	245	ss,	1 20 %
2	80	245	ss,	2 32 %
3				3

to negative, declarative to interrogative, active to passive.

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 2 / II 4

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT						X								
II$_b$ N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

O=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: see attached xerokes for examples 10a - 10i

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	80	90	m, S, SS, Span. LA	K 90 %
1	120	245	m, S, SS, Span. LA	1 50 %
2	120	245	m, S, SS, Span. LA	2 50 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

*	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~Pre~~K	20	90	SS, SS S (both lang)	~~Pre~~ K 22 %
1	60	245	SS,	1 24 %
2	80	245	SS,	2 32 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

* The "Bilingual Group" which was found to be equally proficient in Spanish and English on PPVT was grouped with Eng. Mother Tongue and received Spanish enrichment; learned to read in Spanish.

PROPOSED KINDERGARTEN SCHEDULE 11.7 Pg 10a

Time	Min.	Spanish Dominant	Bilingual	English Dominant
8:45 9:00	15	All students together	Breakfast	Both Languages
9:00 9:10	10		Greeting	
9:10 9:20	10	Structured Spanish Language Development Teacher		Language Arts - English Aide
9:20 9:30	10	Language Arts - Spanish Aide	Structured English Language Development - Teacher	
9:30 9:40	10	Structured English as-a-second language Teacher	Free play or directed activity - Aide	
9:40 9:50	10	Free play or directed activity - Aide		Structured Spanish-as-a second language-Teacher
9:50 10:05	15	All students together - rest time		
10:05 10:15	10	Number work in Spanish-Teacher	Story time etc. in English with Aide	
10:15 10:30	15	Storytime etc. in Spanish-Aide	Number work in English - Teacher	
10:30 11:00	30	All students together -	recess time	
11:00 11:10	10	All students together	Science/Social Studies -	both languages
11:10 11:30	20	All students together - music,	games, rhythms	DISMISSAL

PROPOSED FIRST GRADE SCHEDULE - BILINGUAL TEACHER

901

Time	Min.	Spanish Dominant	Bilingual	English Dominant
8:45 9:00	15	All students together	breakfast	Both languages
9:00 9:10	10		Morning Opening	
9:10 9:40	30	Structured Spanish Language Development Teacher		Oral Language Arts - Spanish Aide
9:40 10:10	30	Spanish Language Arts - Aide		Spanish-as-a-second language Teacher
10:10 10:25	15	All students together - recess - Aide		
10:25 10:50	25	Number work in Spanish Teacher	Science lesson in Spanish - Aide	
10:50 11:10	20	All students together - Social studies - Teacher		
11:10 11:30	20	All students together - Manuscript writing - Teacher		
11:30 11:40	10	Clean up and dismissal		

PROPOSED PRIMARY SCHEDULE - BILINGUAL TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
1:00 1:10	10	All students together - Afternoon Opening		
1:10 1:40	30	Structured Spanish Language Development - Teacher		Oral Language Arts - Spanish - Aide
1:40 2:10	30	Spanish Language Arts - Aide		Spanish-as-a-second language - Teacher
2:10 2:25	15	All students together - recess - physical education		
2:25 2:50	25	Number work in Spanish - Teacher	Science lesson in Spanish - Aide	
2:50 3:10	20	All students together - Arts and Crafts		
3:10 3:25	15	All students together - music		
3:25 3:30	5	Clean up and dismissal		

Note: Cooperative teaching plan - The Bilingual Teacher will teach subject content in Spanish to her own homeroom class and to the class of the cooperating English Dominant Teacher.
Planning time: Wednesday - 3:00 - 4:00 P.M. - Director and Cooperating 1st Grade Teachers
Friday - 3:00 - 4:00 P.M. - Cooperating Teachers
Aides conduct group activity

PROPOSED FIRST GRADE SCHEDULE - ENGLISH DOMINANT TEACHERS

Time	Min.	Spanish Dominant	Bilingual	English Dominant
8:45 9:00	15	All students together - Breakfast - Both Languages		
9:00 9:10	10	Morning Opening		
9:10 9:40	30	English-as-a-second Language - Teacher	English Language Arts - Aide	
9:40 10:1h	30	Oral Language Arts English - Aide	Structured English Language Development - Teacher	
10:10 10:25	15	All students together - recess - Aide		
10:25 10:50	25	Science lesson in English-Aide	Number work in English- Teacher	
10:50 11:10	20	All students together - Social Studies - in English - Teacher		
11:10 11:30	20	All students together - Manuscript writing - Teacher		
11:30 11:40	10	Clean up and dismissal		

105 min in English for Span. dom.

PROPOSED FIRST GRADE SCHEDULE - ENGLISH DOMINANT TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
1:00 1:10	10	All students together - Afternoon Opening		
1:10 1:40	30	English-as-a-second Language-Teacher	English Language Arts - Aide	
1:40 2:10	30	Oral Language Arts English - Aide	Structured English Language Development - Teacher	
2:10 2:25	15	All students together - recess - physical education		
2:25 2:50	25	Science lesson in English - Aide	Number work in English - Teacher →	
2:50 3:10	20	All students together - Arts and Crafts		
3:10 3:25	15	All students together - music		
3:25 3:30	5	Clean up and dismissal		

Note: Cooperative teaching plan - The English Dominant Teacher will teach subject content in English to her own homeroom class and to the class of the cooperating Bilingual Teacher.

Planning Time: Wednesday - 3:00 - 4:00 P.M. - Director and Cooperating 1st Grade Teachers
Friday - 3:00 - 4:00 P.M. - Cooperating Teachers
Aides conduct group activity.

PROPOSED SECOND GRADE SCHEDULE - BILINGUAL TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
8:45 9:00	15	All students together - Breakfast - Both Languages		
9:00 9:10	10	Morning Opening		
9:10 9:40	30	Spanish Language Development - (oral language, spelling composition) - aide		Spanish-as-a-second language-Teacher
9:40 10:10	30	Reading - Spanish Teacher - 1st group		Oral Language Arts - Spanish aide
10:10 10:25	15	All students together - recess - aide		
10:25 10:50	25	Number work in Spanish - Teacher		Class project - aide (science, social studies)
10:50 11:10	20	Class Project - aide- (science, social studies)		Reading Spanish - Teacher - 2nd group
11:10 11:30	20	All students together - Manuscript writing - Teacher (cursive writing 2nd semester)		
11:30 11:40	10	Clean up and dismissal		

105 Span

PROPOSED SECOND GRADE SCHEDULE - BILINGUAL TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
1:00 1:10	10	All students together - Afternoon Opening		
1:10 1:40	30	Spanish Language Development (oral language, Spelling, composition) - aide		Spanish-as-a-second language-teacher
1:40 2:10	30	Reading, Spanish - Teacher 1st group		Oral language Arts, Spanish - aide
2:10 2:25	15	All students together - recess - physical education		
2:25 2:50	25	Number work in Spanish - Teacher		Class project (science, social studies)- aide
2:50 3:10	20	Class project (science, social studies)- aide		Reading, Spanish - Teacher - 2nd group
3:10 3:25	15	All students together music		
3:25 3:30	5	Clean up and dismissal		

Note: Cooperative teaching plan. The Bilingual Teacher will teach subject content in Spanish to her own homeroom class and to the class of the cooperating English Dominant Teacher.

Tuesday - 3:00 - 4:00 p.m. - Director and Cooperating 2nd Grade Teachers
Thursday - 3:00 - 4:00 p.m. - Cooperating Teachers
Aides conduct group activity

PROPOSED SECOND GRADE SCHEDULE - ENGLISH DOMINANT TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
8:45 9:00	15	All students together - Breakfast - Both languages		
9:00 9:10	10	Morning Opening		
9:10 9:40	30	English-as-a-second Language, Teacher	English Language Development - (oral language spelling, composition) - aide	
9:40 10:10	30	Oral Language Arts English - aide	Reading - Teacher 1st Group	
10:10 10:25	15	All students together - recess - aide		
10:25 10:50	25	Art project - aide (science, social studies)	Number work in English - Teacher	
10:50 11:10	20	Reading - Teacher 2nd group	Art Project - aide (science, social studies)	
11:10 11:30	20	All students together - Manuscript writing - Teacher (cursive writing 2nd semester)		
11:30 11:40	10	Clean up and dismissal		

80 min in Eng

PROPOSED SECOND GRADE SCHEDULE - ENGLISH DOMINANT TEACHER

Time	Min.	Spanish Dominant	Bilingual	English Dominant
1:00 1:10	10	All students together - Afternoon Opening		
1:10 1:40	30	English-as-a-second Language, Teacher	English Language Development - oral language spelling, composition - aide	
1:40 2:10	30	Oral Language Arts English - aide	Reading - Teacher	1st group
2:10 2:25	15	All students together - recess	- physical education	
2:25 2:50	25	Class project - aide (science, social studies)	Number work in English - Teacher	
2:50 3:10	20	Reading - Teacher 2nd group	Class project - aide (science, social studies)	
3:10 3:25	15	All students together - music		
3:25 3:30	5	Clean up and dismissal		

Note: Cooperative teaching plan - The English Dominant Teacher will teach subjective content in English to her own homeroom class and to the class of the cooperating Bilingual Teacher.

Planning Time: Tuesday - 3:00 - 4:00 P.M. - Director and Cooperating 2nd Grade Teachers
Thursday - 3:00 - 4:00 P.M. - Cooperating Teachers
Aides conduct group activity.

11.13 2

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~	20	90	SSL, SS, SC (in both lang)	~~Pre~~ K 22 %
1	60	245	SSL	1 24 %
2	80	245	SSL	2 32 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

See xeroxes opposite for examples

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2) the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
Cp 67, 66
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	of instruction through N-EMT	day of any instruction	in second lang.		of instruction through N-EMT
~~PreK~~	20	90	55L, 55, 5	(In both lang)	~~Pre K~~ 22 %
1	60	245	55L		1 24 %
2	80	245	55L		2 32 %
3					3
4					4
5					5
6					6
7					7
8					8
9					9
10					10
11					11
12		↑			12

See xeroxes opposite for examples

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Cp67, 66

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

Cp8

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

"The teacher will use the conversation approach to teaching the Spanish oral language by asking questions and guiding the children to give appropriate answers." pp554

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned: 13.1 IB 1 / IIB I

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

Pp 527

13.2 IA ns / IB / IIA / IIB

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write				

2-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB I

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

pp 527

13.2 ALM sequence followed:

13.2 IA hs
IB
IIA
IIB

1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	—	—	—	—

13.3 Listening-speaking proficiency determined by:

13.3 IA hs
IB
IIA
IIB

1-measure of listening-speaking proficiency	—	—	—	—
2-informal assessment by teacher	—	—	—	—

13.4 Second language reading skills are learned:

13.4 IB hs
IIB

1-concurrently with learning to read in dominant language	—	—
2-after a specified level of dominant language reading competence achievement	—	—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	—	—
4-before learning to read in dominant language	—	—

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	X	X	___	13.5 IA ns IB K IIA K IIB ns
1	___	___	___	___	
2	___	___	___	___	
3	___	___	___	___	
13.6 Reading readiness is determined by: 1-test of reading readiness	X	___	X	___	13.6 IA 1 IB ns IIA 1 IIB ns
2-informal teacher assessment	___	___	___	___	
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA 4 IB ns IIA ___ IIB 4
2-in second grade	___	___	___	___	
3-in third grade	___	___	___	___	
4-in fourth grade	✓	___	___	✓	
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

Eval. Design p1

pp 525

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB ns IIB ___

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II 2,4

	I = N-E dom students	II = E dom students	
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	___		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X	To provide a math and science curriculum in Spanish and English
3-Second language learning is always integrated with the learning of course content (such as social studies) or as			

p 601

13.6 Reading readiness is determined by:					13.6 IA 1
1-test of reading readiness	X	—	X	—	IB ns
2-informal teacher assessment	—	—	—	—	IIA 1
					IIB ns

Eval. Design p1

13.7 Grade level reading is expected:					13.7 IA 4
1-in first grade	—	—	—	—	IB ns
2-in second grade	—	—	—	—	IIA —
3-in third grade	—	—	—	—	IIB 4
4-in fourth grade	✓	—	—	✓	
5-in fifth grade	—	—	—	—	
6-in sixth grade	—	—	—	—	
7-other (specify)	—	—	—	—	

pp 525

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB ns IIB —

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	—	—
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	—	—
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.	—	—
0-not specified	—	—
6-other (specify)		

p 601

To provide a math and science curriculum in Spanish and English

p10 "Science has been taught in English with Spanish used when and if necessary for comprehension by students."

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	B 2nd lang.	II Eng. dom. students A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.				
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	X	X	X	X
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 2 IB 2 IIA 2 IIB 2

"The teacher will require that the students use the standard Spanish as stipulated by the 9th grade Spanish program in Lorain." Pp631

"The children may converse bilingually but English and Spanish sentences will be rephrased by the teacher to promote correct sentence structure in both Spanish and English." Pp547

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) Michigan Oral Lang. Series	X	X	X	—
2-Basal readers	—	X	X	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IIA
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	X	X
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children, poems, rhymes	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X

Int. Aud '70 p2,3

Fundamental Skills Method (FSM) Int. Aud. '70 p3

Eval. Design p4

aiming toward child's eventual control of the standard form. — — — — Spanish program Pp631

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. X X X X

3-Other (specify) — — — —

0-Not specified — — — —

"The children may converse bilingually but English and Spanish sentences will be rephrased by the teacher to promote correct sentence structure in both spanish and English."

16.0 MATERIALS Pp547

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) Michigan Oral Lang. Series	X	X	X	—
2-Basal readers	—	X	X	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	II	IIB
1-Grade 1	—		—	
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified				

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
Int. Aud'70 p2,3 (1)-pattern drills	X	X
2-dialog memorization	—	—
(3)-choral repetition	X	X
4-songs	Fundamental Skills Method (FSM) Int. Aud.'70 p3	
Eval. (5)-programmed instruction	X	X
Design p6 (6)-stories read to children, nursery poems, rhymes	X	X
AUDIO VISUAL AIDES		
(7)-films, filmstrips	X	X
8-flannel or magnetic boards	—	—
Cp 9 (9)-realia, graphic displays		
(10)-records, tapes	X	X
11-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
(17)-learning through direct experience with materials e.g. Montessori	X	X
Cp 11h 18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
Cp 9 (20)-field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—
Eval Design p12,39 (25) charts	X	X
(26) Bicultural Holiday and Fiesta curriculum	X	X
(34) Spanish Storybooks	X	X

16.4 The sources of Non-English materials and textbooks are: 16.4 2,4
(mark all that apply)
0-not specified
1-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
(4)-developed by the staff of another bilingual project (specify which): Dade County, Florida cp17E
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined) cp9
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document cp 69-73 - See xerox 15c-g

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 4,6,5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
(4)-mixed for non-academic learning; art, music, gym, health
(5)-separated for native and second language learning into dominant language groups
(6)-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)
See Attached xerox 15a-b

17.2 Students are grouped for language instruction: 17.2 2-A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X-n.s.	
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NEMT)			

cp14 pp528

See xerox II

children will be grouped according to performance on tests, report cards, and evalua-

cp 1 cp17E

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document cp69-73 - See xerox 15c-g

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 4,6,5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

See Attached xerox 15a-b

17.2 Students are grouped for language instruction: 17.2 2-A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X-n.s.	
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NEMT)			

See xerox II

cp14 pp528

children will be grouped according to performance on tests, report cards, and evaluations

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 nS
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

15a

17.0

To enable the English dominant children to significantly show proficiency in oral Spanish language conversation and reading Spanish after 5 years in the bilingual program.

To enhance the concept of self through acceptance of the culture of the dominant Spanish children and through inclusion of bicultural materials in classroom activities.

To enable the children to progress through the grades with their peers while using the dominant language for instruction in subject content.

To develop greater parent and community involvement as shown by increased participation in bilingual program activities.

STUDENT GROUPING

MODIFICATIONS OR REFINEMENTS OF THE PROGRAM AS ORIGINALLY APPROVED.

The Baseline Data revealed that the children needed extensive language development in both English and Spanish. In comparing the Peabody Picture Vocabulary Test raw scores in Spanish and English it was found that some children scored equally well in both languages Therefore, there were three groups: the dominant English, the dominant Spanish, and a Bilingual group. Modifications were then made to include this bilingual group in the lesson planning. The bilingual child was taught subject matter in English along with the dominant English child. Spanish language enrichment was provided to enable the bilingual

child to proceed into Spanish reading when judged ready by the teacher.

The original proposal included the Lovell School Kindergarten, however, these classes were not included in the first year's bilingual program as planned because of unavailable bilingual staff.

E. GENERAL ASSESSMENT OF THE IMPACT OF THE FIRST YEAR'S OPERATION.

The novelty of hearing and speaking Spanish in the classroom and school created a congenial atmosphere for the students, parents, and teachers of Kindergarten and First Grade during the first few days of school. It remained strange to the other staff and dominant English speaking children for a while. The children accepted Spanish more readily than the adults because they were part of the bilingual program learning Spanish-as-a-second language. The students also live in a community where Spanish is heard on the street, in the store, in church, and among their friends, therefore, the language is already part of their life.

Their parents in general accepted the program. At the first general meeting questions were asked by those who wondered if the educational program in English would be effective. When they were reassurred that the English program taught systemwide would be taught to the dominant English children their fears were removed. Parents were invited to visit the classes whenever they wanted to and this eased their minds too. The Spanish-speaking parents were very pleased with the program but there were a few who also asked whether their children would learn English. They had to be reassurred that English would be taught to their children while progressing in subject matter in Spanish. The Parent Advisory Council included parents of all groups. Their interaction at meetings was positive and included questions among themselves.

The teachers in the program had a positive attitude about the bilingual education. The scarcity

16.5

INSTRUCTIONAL MATERIALS

15c

LANGUAGE ARTS

Michigan Oral Language Series - ACTFL Edition 1970

Bilingual Conceptual Development Guide Preschool
English Guide - Kindergarten
Spanish Guide - Kindergarten
Interdisciplinary Oral Language Guide Primary One, Part I
Part II
Part III
Part IV
Developing Language Curricula: Programed Exercises for Teachers

Por El Mundo del Cuento y la Aventura - Reading Series
Laidlaw Brothers Publishers
En El Hogar y En la Escuela
Camino de la Escuela
Aprendemos a Leer
Nuestros Amigos
Guía para el Maestro para el Programa del Primer Grado
Del Campo Al Pueblo
Guía
Aventuras Maravillosas
Guía
Conozcamos a Puerto Rico
Guía

Miami Linguistic Series
D.C. Heath and Company
Biff and Tiff Level One-A
Teachers' Manual
Kid Kit and the Catfish Level One-B
Teacher's Manual
Nat the Rat Level Two
Teachers' Manual
Tug Duck and Buzz Bug Level Three
The Sack Hut Plateau: Levels One-Three
Teachers' Manual for Tug Duck and Buzz Bug and the Sack Hut (cont'd.)

INSTRUCTIONAL MATERIALS (cont'd.)

LANGUAGE ARTS

On the Rock in the Pond Level Four
Teachers' Manual
The Picnic Ship Level Five
Teachers' Manual
Hot Corn Muffins Level Six
The Camping Trip Plateau: Levels Four-Six

Hablan los niños
National Textbook Company
Teacher's guide, tapes, flash cards,
filmstrips and record

La Primera Fonética -
Bishop and Mohrman
Manual
Workbooks

Rock Kit, Level 1
Bell and Howell Language Cards
Melton Book Company Inc.

MATHEMATICS

Matemática para la Educación Primaria -
Addison Wesley Publishing Co.
Libros Pre-escolar
Guía del Maestro
Libro 1
Guía del Maestro para el primer grado

LIBRARY BOOKS (Teachers and Children)

Cenicienta
Blanca nieves y los enanos
Bella Durmiente

(cont'd.)

LIBRARY BOOKS

Cristóbal y el Colón
Explorando el espacio
El águila y el escarabajo
El cabrero y las cabras monteses
El lobo y el cordero
La zorra y el leñador
El grillito chirrín
El ciervo vanidoso
El león astuto
Osito (Little Bear)
Danielito y el Dinosauro (Danny and the Dinosaur)
Aquí viene el Ponchado (Here comes the Strikeout)
El caso del Forastero Hambriento (The case of the Hungry Stranger)
Teresita y las Orugas (Terry and the Caterpillars)
Los Camioneros - ¿Qué hacen? (Truck Drivers: What Do They Do?
La opinión ajena
La liebre y la tortuga
El pastor bromista
El conejo de la suerte
Tom y Jerry dibujante
Las Aves
Zorro
Bambi
Pinocho y la ballena
Colección "Grandes Albumes Eva"
Los Tres Cerditos y El Lobo
La Casita De Chocolate
El Patito Encantado
El Cuento De La Vaca
Colección "Primeras Letras"
Abecedario Musical
Los Colores
Cuentame Un Cuento
Una, Dos, Tres
Dormilón
El Perro Bombero
La Casa que Hizo Juan
Cucurucho El Payaso
Periodical - Que Tal (First Year) -
Cassell's Spanish Dictionary

(cont'd.)

15e

INSTRUCTIONAL MATERIALS (cont'd.)

LIBRARY BOOKS

Best of Singing Games - Book
Complete Nursery Song Book
Spanish for Young Americans
Library Package # 8442-7688
Merry-Go-Round of games in Spanish
Español para el bilingüe
Marie Esman Barker
Español para los hispanos
Paulline Baker

FILMSTRIPS

Treasury of Fairy Tales - Spoken Arts
Sound Filmstrip Sets/Spanish Cassettes SFS No. IC, 2C, 3C - Weston Woods
Spanish Full-Color Filmstrips with Script
Little Red Riding Hood
Thumbelina
Goldenlocks and the Three Bears
The Ugly Little Duck
Fairy Tale Magic Stories Sound Filstrip Series No. 6429
Christmas Songs in Spanish Filmstrip
Record for 847-3

RECORDS

Sing and Speak Spanish
Album 1 - Lower Grades Dos y Dos etc.
Album 2 - Lower Grades El Patio de mi Casa etc.
Album 3 - All Grades Holiday Songs
(Each Album - 12" - 33 1/3 RPM LP record)
Folk Songs and Dances from Puerto Rico (1-12" 33 1/3 RPM LP record)
Tuneful Tales - Record Series No. 5190
ABC and One to Ten 1-10" 78 RPM
Action Songs and Rounds 1-12" 33 1/3 RPM
Finger Play (Kg-2) 1-12" 33 1/2 RPM
Spanish Songs for Children

SUPPLEMENTAL MATERIALS (cont'd.)

Creative Playthings

SUPPLEMENTAL MATERIALS

Lift-out Puzzles Vehicls No. WT736
Objects No. WT747
Visual Games No. WN004

Look-in Puzzles Farm No. WT900
Shops No. WT901
Vehicles No. WT902
Matchmates No. WN125
Bruna Puzzles
Bear No. WT875
Eskimo No. WT876
Farm No. WT877
Turn-a-Word No. WR446
People Finger Puppets No. WG625
Animal Finger Puppets No. WG447
Differences Puzzles No. WT749

18.3 Parent tutoring: (mark all that apply) 18.3 no

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (e.g. color, size)

Eval Design p6

content (such as social studies) or as

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
20.1 1,2,3
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

Eval Design p6

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades
20.2 n.a.

21.0 SELF-ESTEEM

21.0 19

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # (19)- To enhance the concept of self through acceptance of the culture of the dominant Spanish children and in the inclusion of bicultural materials in classroom activities.

Cp 20

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

(19) - To enhance the concept of self through acceptance of the culture of the dominant Spanish children and in the inclusion of bicultural materials in classroom activities.

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

Eval Design p3a

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4, 6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 hS
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

* 24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 4, 6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 nS
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

* 24.1 Bilingual libraries are provided for: 24.1 1
0-group not specified
Cp17g (1)-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

* Project Libros has been a cooperative community library program in serving the school through story reading to Spanish speaking children.

E '70 p16 - Spanish books are being set up in a special section in the Lorain Public Library.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 3, 7, 8, 11, 12, 19

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2. monolingual newsletter
(3.) ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
(7.) informal meetings open to entire community
(8.) meetings conducted in both languages
9-home visits
10-other (specify)
(11.) project director personally involved in program dissemination. specify how: as a community liaison

note: Invitations to meetings will be offered by letter, public announcement and radio programs.

Cp12-17
Cp57
Cp15
Int Aud '70 p11

(2.) classroom visits and open house
(19.) Parent Teacher Conferences

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4.) community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 9.

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(9.) Various community organizations.

24.6 The school is open to the community through: 24.6 ns

0-not mentioned

7-informal meetings open to entire community
Cp12-17 (8)-meetings conducted in both languages
9-home visits
10-other (specify)
Cp57 (11)-project director personally involved in program dissemination. specify how: as a community liaison
Cp15 (12)- classroom visits and open house
Int Aud '70 p11 (19) Parent Teacher Conferences

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 9.

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified
(9) Various community organizations.

24.6 The school is open to the community through: 24.6 ns

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 2

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

provided the staff members the much needed security and confidence through consulting, coordinating and conferring with each other as well as key school personnel and consultants.

Community Involvement Program

One of the truly outstanding achievements of the Lorain Bilingual Project has been the emphasis placed upon involving all segments of the community by the Project Director. Due to the Project Director's previous identification and association with the total community in a wide variety of capacities, the parental and community involvement has been extensive. The interest, enthusiasm and expectations of the project are indeed high in both the school and local community.

The community involvement may be summarized in six categories: first, the general parent meetings which have included orientation meetings, open houses and volunteer parent group meetings. The parents of every child in the project have attended some of these meetings wherein the project was explained, classroom visitations were conducted and the role of the parents was outlined. Second, four meetings of the newly formed Parent Advisory Council have been conducted. Numberous influential community leaders, members of the Latin-American Council and seiected parents are participating members of this Parent Advisory Council. As a result of a suggestion made during a Parent Advisory Council Meeting, cassettes and tape recorders are provided on a loan bases that parents may avail themselves of instructional material either for their personal use, or for structured reinforcement material for their children to sustain their language skills. Third, individual parent-teacher conferences have been scheduled and nearly ninety-five percent of the parents have availed themselves of the opportunity to discuss their child's progress and the nature of the program with the certificated teachers and

teacher aids. Fourth, numerous visitations and letters of inquiry have been made by interested persons. Two out of city high school Spanish classes have made visitations to the project and have talked with both the faculty members and the children. Several members of the Cleveland Board of Education for the Catholic Schools observed the classes in operation and were interested in the nature of the instructional procedures and the wide variety of available materials. Members of the Oberlin College MAT Program have made frequent observations and visitations. An inter-visitation exchange with the staff members has been discussed for a possible future date. Members of P.T.U. groups within the community have made visitations and have invited members of the staff to discuss the nature of the project at their scheduled monthly meetings. Plans are also currently underway to involve the staff members in the Lorain County Curricula Workshop Meetings which will be a series of meetings to be conducted in the near future. The Project Director and Evaluator have appeared on the program of the Lake Erie Principals Association's Meetings. Fifth, the establishment of a weekly Spanish story hour has been provided at one of the branch libraries and has received an enthusiastic initial reception. Sixth, the Lorain Bilingual Project has been invited to be a field trial center for Spanish Curricula Development Center, Dade County, Florida. Dr. Hugo Lijeron, Director of the Spanish Program, University of Akron, who is serving as a consultant for one of the Bilingual Spanish Institutes, plans to utilize numerous video tapes and instructional media developed in the Lorain Bilingual Project at the Bilingual Spanish Workshop to be held at the University of Chicago.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 ns

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

Pp23 - at least bi-monthly through direct observation or video-tape.

26.3 Evaluator has met with teachers: 26.3 ns

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 ns
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2, 4, 6, 8
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

cp21
cp50